DOCUMENT RESUME

ED 054 752 HE 002 563

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TITLE Status of Phased Retirement in Higher Education.
INSTITUTION Central Michigan Univ., Mount Pleasant.
NOTE 8p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Administrative Personnel; *Administrative Policy; *College Faculty; *Faculty; Higher Education; *Retirement

ABSTRACT

This paper reports a study of phased retirement--an arrangement whereby a teacher moves from full-time teaching through successive stages of part-time work to ultimate full-time retirement. The 140 questionnaires mailed were sent in each state to a major university, a smaller state institution, and an established private college or university. The 114 responses represent 48 states and the District of Columbia. It was found that 8 institutions have phased retirement programs--no 2 in the same state. The programs seem about equally divided between public and private institutions, and have operated from 5 to 44 years. The administrative officer of the program varies, but the program seems to apply to both the administrative and instructional staff. There were few formal activities used to prepare staff members for participation in the phased retirement program and little agreement concerning phases of the program. Evaluations of the program and suggestions for institutions planning such programs were made by respondents. (JS)

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STATUS OF PHASED RETIREMENT IN HIGHER EDUCATION

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Retirement in Higher Education has been discussed many, many times, and numerous articles have been written about retirement plans for educational personnel. However, the one retirement plan which is little known and about which very little has been written is identified by some as "phased retirement." According to Chris A. DeYoung, phased retirement is an administrative arrangement "whereby a teacher moves from full-time teaching, through successive stages of part-time work, to ultimate full-time retirement."[1]

What is the status of phased retirement in higher education in the United States? With the hope of coming up with some answers to the question, the investigator sent questionnaires to institutions of higher education in all fifty states and the District of Columbia. As far as possible, questionnaires were sent in each state to a major university, a smaller state institution, and an established private institution.

One hundred forty questionnaires were mailed, and 114 were returned, representing forty-eight states and the District of Columbia. In addition, two unsolicited questionnaires were received from institutions with phased retirement programs. To both the solicited and unsolicited respondents, the investigator is most grateful.

The processed questionnaires indicated that eight institutions have programs of phased retirement. It is of interest to note that no two programs were found in the same state.

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[1]Chris A. DeYoung, Introduction to American Public Education(New York: McGraw-Hill Company, 1955), p. 357.

TABLE I
LOCATION AND TYPE OF INSTITUTIONS
WITH PHASED RETIREMENT PROGRAMS

Institution	Location By State	Control	
		Public	Private
1	Arkansas	x	
2	Indiana		x
3	Kentucky		x
4	Oregon		x
5	South Dakota	x	
6	Tennessee	x	
7	Vermont	x	
8	Utah		x

The location by state designation of the eight institutions with phased retirement programs is given in Table I. In terms of regions of the United States, three of the institutions are located in the Southern region, two in the Midwestern region, one in the New England region, one in the Pacific Coast region, and one in the Rocky Mountain region. Also given in Table I is the type of each institution. Among the eight institutions, phased retirement programs seem to be equally divided between public and private institutions of higher education.

Two of the institutions did not express in quantitative terms the number of years that their programs had been in operation. However, the number of years of operation of the remaining six phased retirement programs ranged from 5 years to 44 years.

Table II shows that the administrative officer of the program varies. In two of the eight institutions, the President administered the program; in three of the institutions, the Dean administered the program; in two institutions, the Vice President of Academic Affairs administered the program; and in the remaining institution the Dean of the Faculty and the Personnel Advisory Committee administered the program.

TABLE II
SOME ASPECTS OF PHASED RETIREMENT PROGRAMS
IN EIGHT INSTITUTIONS OF HIGHER EDUCATION

Institution	Administrated By	Age		Compulsory Retirement Age
		Instructional Staff Starts Program	Administrative Staff Starts Program	
1	President	65	65	67
2	Dean of the University	65	Program is Not For Administrators	72
3	Dean	65	65	68
4	Dean of Faculty and Personnel Advisory Committee	62	62	65
5	President	65	65	Determined By Health-Generally 70
6	Dean of Faculty	65	65	70
7	Vice President of Academic Affairs	65	Not For Administrators	None Fixed; in Practice About 70, But Some Exceptions
8	Vice President of Academic Affairs	65	65	Health And Capacity Rather Than Age Determine This

Table II shows that in instances where administrators are included in the program, the beginning age is the same for administrative and instructional staffs. The beginning age ranges from 62 to 65, with the compulsory retirement age ranging from 65 to 75+. Only two, or 25 percent, of the institutions with phased retirement programs excluded administrators. Thus, it would seem that phased retirement is as applicable to the administrative staff as it is to the instructional staff.

Generally, there seemed to be very few, if any, formal activities employed to prepare the staff member for his entrance and participation in the phased retirement program. In this connection, only two institutions indicated what they do: one institution said that personal conferences are held with staff members prior to their entrance into the program, while the other institution said that from age 62 to age 65, the staff member is instructed concerning the program by members of the faculty retirement committee.

There seemed to be little agreement as to any well-defined phases through which senior members of the instructional and administrative staffs must pass leading into full-time retirement. In statements of policy received from six of the eight institutions, some phases may or may not be discernible depending upon what one reads into the statements given below.

Institution number 2(number refers to location of institution in Table II) implied that in its program there are no well-defined phases and stated that "from 65-72 a faculty member will teach one course." Institution 3 said "(1) normal pattern is one more year of full-time service, (2) followed by possibility of reappointment for one or two additional years. (3) Then part-time service according to the needs of the department." Institution 5 said "(1) no administrative duties beyond 65. (2) May teach full-time from 65-70. (3) Part-time teaching at 70." Institution 6 said "(1) from 65-70 reduced teaching loads and administrative duties. (2) Appointments reviewed for renewal annually." Institution 7 said "(1) after age 65, retired faculty members may be reappointed annually on a full-time or part-time basis. In current practice the appointment is usually less than full-time, and the load is progressively reduced from year to year until the appointment is terminated.

(2) Retired faculty members so reappointed are relieved of administrative and committee work. (3) Before the appointment of a retired faculty member may be made, either original or continuing, the President must be satisfied that the candidate is fit for continued service.

a. A committee of review composed of the Department Chairmen, the Dean of the College, a nominee of the Policy Committee, and the Director of the University Health Service considers the case and makes a recommendation. A chairman may not sit in on his own behalf.

b. A physical examination is required and will be performed by the Health Service at no expense to the individual, or may be performed by the person's own physician, who will report his findings to the Health Service.

(4) Notification of reappointment shall be made after approval by the Board of Trustees, according to the procedure for annual reappointments. (5) The faculty member, during the period of such employment, is to be paid by the regular salary scale according to his rank." Institution 8 said that "ages 65 to 69, one-half to full-time(work lead); ages 70 to 75 not more than one-third."

TABLE III
INSTRUCTIONAL AND ADMINISTRATIVE STAFF
PARTICIPATING IN PHASED RETIREMENT
FOR THE THREE-YEAR PERIOD, 1966-69

Institution	Staff Members in Phased Retirement	
	College Teachers	Administrative And Non-Teaching Members*
1	11	1
2	11	0
3	1	2
4	0	2
5	5	0
6	7	0
7**	10+	0
8	70	45

*This category includes Deans, Directors, Department Chairmen, and other types of non-teaching administrative personnel.

**Institution 7 gave an estimated range of 10to 20.

Table III indicates for the eight institutions the approximate number of administrative and instructional staff in phased retirement over the three-year period of 1966-1969. At least one hundred and sixty-five persons were involved in the phased retirement programs of the eight institutions during the three-year period. Types of phased responsibilities are illustrated through examples cited by Institution 4. Institution number 4 indicated that in phased retirement the Dean of Faculty became a part-time professor of History and the Chairman of Business Administration moved to the Development Office.

Under problems experienced in the program with persons under phased retirement, Institution number 1 recognized as a problem the fact that "some faculty members want to teach more than one course." Institutions 2,3,4,6,7, and 8 did not answer the question. Institution number 5 identified one problem with persons under phased retirement as "Emotional-loss of status"(to the faculty members who are functioning with reduced responsibility and authority).

Each institution was asked, "What suggestions would you give to an institution planning to start a program of phased retirement?" In answer to the question the following suggestions were given: "Clearly describe the policy." "Only that such a program seems desirable, and that considerable flexibility allowing for different handling of different cases is important." "Try neither to waste human resources among the people of mature levels nor to impair the program by retaining people whose capacity is lost."

Three appraisal questions were included in the questionnaire. The first of these questions was, "Do staff members who have passed through phased retirement into full-time retirement seem to live well-adjusted, happy, and productive lives?" Institutions 1,2, and 6 gave an unqualified "Yes." Institution 3 said, "Yes, and of course this is a substantial plus." Institution 4

said, "Some, yes." Institution 5 said, "Most do." Institution 7 said, "Reasonably so, although the adjustment to retirement varies greatly among individuals; frequently those who should terminate their services have difficulty in recognizing this fact." Institution 8 said, "Yes, the majority seem to make wholesome adjustment."

The second appraisal question was,"Do staff members who have passed through phased retirement to full-time retirement feel that it was a worthwhile experience?" Institutions 1,2,5,and 6 gave an unqualified "Yes" to the question. Institutions 3 and 4 did not answer the question. Institution 7 said, "I cannot say; I think most, if not all, are grateful for the opportunity to extend and terminate gradually, rather than abruptly, their active service." Institution 8 said, "Yes, they seem to be grateful for this manner of procedure."

The last of the appraisal questions was,"Does your institution feel that a program of phased retirement is worthwhile?" Institutions 1,2,5,6,7, and 8 gave an unqualified "Yes." Institution 3 did not answer the question. Institution 4 said,"Ours is not yet ideal- but yes."

Very little criticism was given of phased retirement in higher education by institutions with phased retirement programs. In fact, only one institution with a program offered criticism. That institution said, "I still would prefer mandatory retirement at 65 with rare exceptions of faculty asked to continue on an annual appointment basis. At present I do not favor it(I am new at ... and have had limited experience with it elsewhere. But my initial reaction is negative. It makes young faculty have to wait too long for upward movement, and tends to weight the faculty toward age)."

GENERAL CONSIDERATIONS

A trend in higher education has been gradually developing in the conservation of both manpower and productivity which frequently were lost due to early mandatory retirement practices. Only one of the eight institutions with phased retirement had mandatory retirement as early as age 65. Twenty-four of the institutions without phased retirement had 65 as the retirement age; however, 50 percent of these institutions indicated that through the year-to-year appointment plan it was possible for faculty members to continue employment, full-time or part-time, until age 70 or beyond. Twenty-six of the institutions without phased retirement gave 70 as the retirement age.

Suggestions for institutions planning to start a program of phased retirement were given by only two institutions without such a program. One of these institutions suggested the following: "(1) See if enough faculty members are interested. (2) Research information on the subject. (3) Appoint a university committee to inaugurate, if justified." The other institution suggested to interested institutions the need for the following: "A plan for determining the ability and advisability of a person to continue working and the amount of work load he should carry."

It goes without saying that retirement is a difficult but important problem involving the lives of numerous persons in many walks of life. Workable solutions to this problem are badly needed and long over due. Without a doubt, the traditional approach to retirement has not proved to be the solution and leaves much to be desired. In higher education what will the solution be? Will it be phased retirement or What?